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INSTITUTE OF
INTERNATIONAL
EDUCATION



Cooperative Agreement 263-A-00-10-00026-00

Quarterly Report

FY2016, Quarter 3

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Executive Summary:

On May 4, 2010, IIE/Egypt was awarded the New Scholarship Program (renamed LOTUS Scholarship Program). The original award and subsequent modifications awarded in August 2011 provide funding for 150 scholarships. Two competitive, nationwide outreach, recruitment, and selection cycles (summer 2010 and summer 2011) resulted in 150 students being selected and joining LOTUS partner universities. The breakdown of Cohort 1 and 2 students is as follows: **59 students** are enrolled in academic programs nine of whom are still supported by the program during a residency year, 83 **students** have graduated, **three students** left the program, and **five students** were terminated due to weak academic performance.

Profile of the 142 LOTUS Cohort 1 and 2 students who are currently enrolled or graduated from the Program (students who left the Program or who were terminated are not included):

The LOTUS Cohort 1 and 2 students represent all of Egypt's 27 governorates and two former governorates.

COHORT 1, CYCLES 1 & 2 Students (gender & governorate)	6th October	Alexandria	Assiut	Aswan	Beheira	Beni Sueif	Cairo	Dakahlia	Damietta	Fayoum	Gharbia	Giza	Helwan	Ismailia	K. El Sheikh	Luxor	Matrouh	Menofeya	Minva	New Valley	N. Sinai	Port Said	Qalivobia	Qena	Red Sea	Sharkia	Sohag	South Sinai	Suez	Totals
Female representation	2	3	0	2	2	4	2	0	2	1	1	4	0	0	3	1	2	2	5	1	1	2	1	1	1	2	3	2	1	51
Male representation	0	2	1	2	1	2	4	1	1	1	1	1	1	1	1	2	2	1	3	2	1	2	2	1	4	1	1	2	2	46

COHORT 2 Students (gender & governorate)	6th October	Alexandria	Assiut	Aswan	Beheira	Beni Sueif	Cairo	Dakahlia	Damietta	Fayoum	Gharbia	Giza	Helwan	Ismailia	K. El Sheikh	Luxor	Matrouh	Menofeya	Minva	New Valley	N. Sinai	Port Said	Qalivobia	Qena	Red Sea	Sharkia	Sohag	S. Sinai	Suez	Totals
Female representation	1	2	1	0	0	2	1	3	0	1	0	0	0	0	0	2	1	0	2	1	0	0	1	1	2	0	0	1	1	24
Male representation	0	0	2	0	1	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	0	21

On September 4, 2013, IIE/Egypt was awarded funding for 50 additional scholarships. The 50 Cohort 3 students completed the Bridge Year Program at the British University in Egypt (BUE) in June 2014 and began their undergraduate studies in September 2014. A total of 29 students were placed at BUE and 21 students were placed at the Arab Academy for Science, Technology and Maritime Transport (AASTMT). They have completed two years of their undergraduate degree programs.

Profile of the 50 LOTUS Cohort 3 students:

COHORT 3 Students (gender & governorate)	Alexandria	Assiut	Aswan	Beheira	Beni Sueif	Cairo	Dakahlia	Damietta	Fayoum	Gharbia	Giza	Ismailia	K. El Sheikh	Luxor	Matrouh	Menofeya	Minya	New Valley	N. Sinai	Port Said	Qaliyobia	Qena	Red Sea	Sharkiya	Sohag	S. Sinai	Suez	Totals
Female representation	0	1	3	1	2	1	0	0	2	0	2	1	0	0	1	1	3	0	2	1	0	2	0	1	1	3	0	28
Male representation	0	1	1	1	3	2	0	0	1	0	1	0	0	2	1	0	2	1	0	0	0	1	0	2	1	1	1	22

On June 19, 2014, IIE/Egypt was awarded funding for 50 additional scholarships. In December 2014, the 50 Cohort 4 students started the Bridge Year Program at the British University in Egypt to gain a suite of essential skills including English language, computer, research, and study skills. A total of 26 students were placed at BUE and 24 students were placed at the Arab Academy for Science, Technology and Maritime Transport (AASTMT).

Profile of the 50 LOTUS Cohort 4 students:

COHORT 4 Students (gender & governorate)	Alexandria	Assiut	Aswan	Beheira	Beni Sueif	Cairo	Dakahlia	Damietta	Fayoum	Gharbia	Giza	Ismailia	K. El Sheikh	Luxor	Matrouh	Menofeya	Minya	New Valley	N. Sinai	Port Said	Qaliyobia	Qena	Red Sea	Sharkiya	Sohag	S. Sinai	Suez	Totals
Female representation	1	2	1	1	2	1	0	0	1	1	0	0	0	1	0	2	2	0	1	1	1	2	1	2	2	1	2	28
Male representation	1	2	1	1	3	1	1	0	1	0	1	0	0	0	0	0	3	1	1	0	0	1	0	1	3	0	0	22

Total Number of all LOTUS students by Governorate and Gender Breakdown¹:

Governorates	All	Male	Female
Alexandria	9	3	6
Assiut	11	6	5
Aswan	11	4	7
Beheira	8	4	4
Beni Sueif	18	8	10
Cairo	17	10	7
Dakahlia	6	2	4
Damietta	4	2	2
Fayoum	9	3	6
Gharbia	5	2	3

¹ The table includes all students selected and awarded scholarships including those who are enrolled, graduated, left the program, and were terminated.

Governorates	All	Male	Female
Giza	15	5	10
Ismailia	3	2	1
Kafr El Sheikh	5	2	3
Luxor	9	5	4
Marsa Matrouh	8	4	4
Menofeya	7	2	5
Minya	21	10	11
New Valley	7	4	3
North Sinai	7	3	4
Port Said	7	3	4
Qaliyobia	5	2	3
Qena	10	5	5
Red Sea	8	4	4
Sharkeya	11	5	6
Sohag	11	5	6
South Sinai	11	4	7
Suez	7	3	4
Total	250	112	138

LOTUS Scholarship Program Results To-date

Component	C1	C2	C3	C4	Total # of Students	F	M
Currently enrolled students	30	29	50	50	159	83	76
(62) Service Learning Projects	35	22	98	87	242*	127	115
All Graduates (including Residency Students)	66	17			83	48	35
Graduates (excluding Residency Students)	59	15			74	45	29
Residency Students	7	2			9	3	6
**Employed Graduates	39	13			52	33	19
Study Abroad	45	20	6		71	34	37
Internships	96	57	7	2	162	81	81

*Many students participated in multiple service learning projects

** The number of employed graduates reflects the number of students who got employed within one to two years of graduation.

During FY2016, Q3, the following activities took place:

Activities	Cohort 1	F	M	Cohort 2	F	M	Cohort 3	F	M	Cohort 4	F	M	Total number of Students	Total Number of Sessions
Leadership in Action and skill sessions	50	21	29	26	13	13	49	27	22	50	28	22	175	5
Specialized Sessions	6	1	5	3	1	2	55	28	27	1	1	0	65	4
Cultural Trips	2	0	2	1	0	1	19	9	10				22	1
Student-led Workshop (one Workshop)	22	11	11	17	9	8	49	28	21	40	25	15	128	1
Self-assessments	41	24	17	26	16	10							67	67
NM and IIE Career Counseling Sessions	64	36	28	40	20	20				1	1	0	105	105
Mentoring Sessions	28	16	12	17	10	7							45	2

Table (1) FY 2016, Quarter 3 Reporting against Annual Work Plan:

			Planned FY2016, Q3 C1	Status as of 07/31/2016 C1	Planned FY2016, Q3 C2	Status as of 07/31/2016 C2	Planned FY2016, Q3 both Cohorts	Status as of 07/31/2016 both Cohorts	Planned FY2016, Q3 C3	Status as of 07/31/2016 C3	Planned FY2016, Q3, C4	Status as of 07/31/2016, C4	Planned FY2016, Q3 for C3 and C4	Status as of 07/31/2016 for both	Planned FY2016, Q3, All Cohorts	Status as of 07/31/2016, All Cohorts
#	Sub-Task Description	Outputs/Deliverables														
Task 0: Program Start-up and Management																
0.3	Complete Annual Work Plan (AWP) for FY16 (year6)	AWP is completed with Cohort 1, Cohort 2, Cohort 3 and 4 clearly represented and approved by USAID														
Task 2: LOTUS Scholar Academic and Personal Support																
2.1	Develop agreements with the five universities to host LOTUS students and pay university coordinators	Universities, coordinators and assistant coordinators are paid according to agreed upon intervals													On-going	On-going
2.2	LOTUS students are supported financially and materially to attend university	Allowances are paid bi-weekly; Student housing and personal space are ensured and monitored; Transportation is provided as needed													On-going	On-going
2.3	Conduct occasional meetings with LOTUS students at the group and individual levels	Meetings are held to identify issues, review policies, etc.;													On-going	On-going
2.4	Provide wellness and counseling sessions to LOTUS students	LOTUS students receive support and enhance their coping skills													On-going	On-going

			Planned FY2016, Q3 C1	Status as of 07/31/2016 C1	Planned FY2016, Q3 C2	Status as of 07/31/2016 C2	Planned FY2016, Q3 both Cohorts	Status as of 07/31/2016 both Cohorts	Planned FY2016, Q3 C3	Status as of 07/31/2016 C3	Planned FY2016, Q3, C4	Status as of 07/31/2016, C4	Planned FY2016, Q3 for C3 and C4	Status as of 07/31/2016 for both	Planned FY2016, Q3, All Cohorts	Status as of 07/31/2016, All Cohorts
Task 3: Leadership in Action Program																
3.1	Continue development of Leadership in Action Program sessions, materials, and handouts														On-going	On-going
3.2	Work collaboratively with partner NGO Nahdet El Mahrousa or others on Leadership in Action sessions and activities														On-going	On-going
3.3	Leadership in Action Program sessions delivered by IIE staff and facilitators	Sessions are delivered on identified themes of importance													4	5
3.4	Specialized sessions and meetings for specific purposes	Sessions are delivered and meetings held for special projects, IBT test prep, etc.													On-going	On-going
3.5	Leadership in Action Program sessions delivered by Nahdet El Mahrousa or other partner organizations	Sessions coordinated and implemented by NM are Misriyati Tolerance Workshops and Innovation and Big Picture Seminars											2	0 ²		

² IIE in the process of finalizing the agreements with the consultants who will undertake the implementation of this activity for Cohort 3 & 4

			Planned FY2016, Q3 C1	Status as of 07/31/2016 C1	Planned FY2016, Q3 C2	Status as of 07/31/2016 C2	Planned FY2016, Q3 both Cohorts	Status as of 07/31/2016 both Cohorts	Planned FY2016, Q3 C3	Status as of 07/31/2016 C3	Planned FY2016, Q3, C4	Status as of 07/31/2016, C4	Planned FY2016, Q3 for C3 and C4	Status as of 07/31/2016 for both	Planned FY2016, Q3, All Cohorts	Status as of 07/31/2016, All Cohorts
3.6	Student leadership camp	IIE will conduct Leadership camp for Cohort 3 and 4 students														
3.7	NM and other cultural events and trips	NM coordinate and implement E'raf Baladak trips; IIE coordinates cultural events														
3.8	Annual Student-led Leadership Workshop	LOTUS students plan and conduct an Annual Student-led Workshop														
3.9	Student Service Learning Projects	Cohort 1, 2 and 3 students undertaking service learning projects													On-going	On-going
Task 4: English Language Support																
4.1	All LOTUS students who have not scored >550 take the ITP TOEFL exam	LOTUS students take ITP TOEFL exam to gauge English language proficiency improvements					On-going	On-going								
4.2	Provide Intensive Summer English Program	Students are selected to participate in Intensive Summer English Program based on proficiency levels, English courses offered by partner universities, and assessments														
4.3	Provide supplemental English language programming	Students are enrolled in English courses / Cohort 4 take IBT test course														

			Planned FY2016, Q3 C1	Status as of 07/31/2016 C1	Planned FY2016, Q3 C2	Status as of 07/31/2016 C2	Planned FY2016, Q3 both Cohorts	Status as of 07/31/2016 both Cohorts	Planned FY2016, Q3 C3	Status as of 07/31/2016 C3	Planned FY2016, Q3, C4	Status as of 07/31/2016, C4	Planned FY2016, Q3 for C3 and C4	Status as of 07/31/2016 for both	Planned FY2016, Q3, All Cohorts	Status as of 07/31/2016, All Cohorts
Task 5: Study Abroad Program																
5.1	Orientation of LOTUS Cohort 4 students to Study Abroad Program	LOTUS students are aware of the Study Abroad opportunity and eligibility criteria for opportunities											On-going	Completed		
5.2	Application, review and selection of LOTUS students for Study Abroad Program	Application, review and selection conducted for opportunities									On-going	On-going				
5.3	Placement of eligible LOTUS students at U.S. universities by IIE NY Placement Office	LOTUS students are placed at U.S. universities on rolling basis based on max. travel dates; Courses are selected based on requirements of partner universities; U.S. university cost share is obtained; IIE works with partner universities on required courses and transfer of credits							On-going	On-going						
5.4	Study Abroad logistics	All logistics necessary to LOTUS student travel to U.S. are undertaken including visa and							On-going	On-going						

			Planned FY2016, Q3 C1	Status as of 07/31/2016 C1	Planned FY2016, Q3 C2	Status as of 07/31/2016 C2	Planned FY2016, Q3 both Cohorts	Status as of 07/31/2016 both Cohorts	Planned FY2016, Q3 C3	Status as of 07/31/2016 C3	Planned FY2016, Q3, C4	Status as of 07/31/2016, C4	Planned FY2016, Q3 for C3 and C4	Status as of 07/31/2016 for both	Planned FY2016, Q3, All Cohorts	Status as of 07/31/2016, All Cohorts
		Trainet entry, travel arrangements, insurance, etc.														
5.5	Pre-departure Orientation for LOTUS students who will travel to the U.S.	Pre-departure orientations are held for LOTUS students prior to travel							On-going	On-going						
5.6	IIE/New York welcome and orientation of LOTUS study abroad students and introductions to hosting universities	IIE NY Placement Office orients LOTUS study abroad students and introduces them to hosting universities								On-going						
5.7	Monitoring of Study Abroad Program and issues	IIE NY Placement Office routinely monitors LOTUS study abroad students								On-going						
5.8	Re-entry and Debrief activities for Study Abroad participants	Re-entry and debrief activities are held for students upon their return to Egypt; Returnees are involved in activities for future study abroad students														
Task 6: Career Development																
6.1	Develop NM-led Career Development component	NM components are developed/customized					On-going	On-going								

			Planned FY2016, Q3 C1	Status as of 07/31/2016 C1	Planned FY2016, Q3 C2	Status as of 07/31/2016 C2	Planned FY2016, Q3 both Cohorts	Status as of 07/31/2016 both Cohorts	Planned FY2016, Q3 C3	Status as of 07/31/2016 C3	Planned FY2016, Q3, C4	Status as of 07/31/2016, C4	Planned FY2016, Q3 for C3 and C4	Status as of 07/31/2016 for both	Planned FY2016, Q3, All Cohorts	Status as of 07/31/2016, All Cohorts
6.2	Career counseling sessions	An average of 5 sessions per student starting in FY2014 - FY2017 for Cohort 1&2 A total of three counseling sessions will be held per student starting in FY2016 through FY2018 for Cohort 3. A total of three counseling sessions will be held per student starting in FY2016 through FY2019 for Cohort 4	56	64	41	40						1				
6.3	Student career self-assessment activities	All LOTUS students take career self-assessment once and again in year of graduation		41	20	26										
6.4	Coordinate intern and workplace activities	NM secures and places LOTUS students in internships. <i>Note: IIE and students obtain internships as well.</i>														
6.5	Career mentoring activities	Combination of sessions, field shadowing, and one-on-					30	2 ³								

³ The total target for the Mentoring sessions component was achieved during the last quarter which explains why NM conducted only two sessions this quarter.

			Planned FY2016, Q3 C1	Status as of 07/31/2016 C1	Planned FY2016, Q3 C2	Status as of 07/31/2016 C2	Planned FY2016, Q3 both Cohorts	Status as of 07/31/2016 both Cohorts	Planned FY2016, Q3 C3	Status as of 07/31/2016 C3	Planned FY2016, Q3, C4	Status as of 07/31/2016, C4	Planned FY2016, Q3 for C3 and C4	Status as of 07/31/2016 for both	Planned FY2016, Q3, All Cohorts	Status as of 07/31/2016, All Cohorts
		one mentoring starting in FY2015 and beyond														
Task 7: Leadership Capacity Building for Universities																
7.1	Design and develop capacity building sessions for LOTUS partner universities	Seminars are developed on topics and issues of importance to the LOTUS partner universities based on each universities needs														
7.2	Deliver Strategic Leadership Seminar #2 to LOTUS partner universities	Seminar #2 is delivered at five partner universities														
7.3	Deliver Strategic Leadership Seminar #3 to LOTUS partner universities	Seminar #3 is delivered at three partner universities	20	0 ⁴												
7.4	Deliver Strategic Leadership Seminar #4 to LOTUS partner universities	Seminar #4 is delivered at three partner universities														
7.5	Deliver Strategic Leadership Seminar #5 to LOTUS partner universities	Seminar #5 is delivered at three partner universities	30	0 ⁵												

⁴ AS previously stated, the two most interested universities in this component of the program are ACU and PUA as evident from the number of seminars held so far. They are keenest to benefit from these leadership seminars and are always keen on tailoring the themes of these workshops to their academic and administrative needs and to their staff development plans. There is lack of interest and support from the other three partner universities and we don't envision having any workshops planned in the near future at the three universities.

⁵ Please see above

			Planned FY2016, Q3 C1	Status as of 07/31/2016 C1	Planned FY2016, Q3 C2	Status as of 07/31/2016 C2	Planned FY2016, Q3 both Cohorts	Status as of 07/31/2016 both Cohorts	Planned FY2016, Q3 C3	Status as of 07/31/2016 C3	Planned FY2016, Q3, C4	Status as of 07/31/2016, C4	Planned FY2016, Q3 for C3 and C4	Status as of 07/31/2016 for both	Planned FY2016, Q3, All Cohorts	Status as of 07/31/2016, All Cohorts
7.6	Deliver Strategic Leadership Seminar #6 to LOTUS partner universities	Seminar #6 is delivered at three partner universities		25												
Task 8: Communications, Monitoring and Evaluation																
8.1	Website design and updating	LOTUS Program website is updated to keep stakeholders informed													On-going	On-going
8.2	Set-up and maintain collaborative communication and survey tools	Survey tools are developed and implemented to gather student feedback and program evaluation data. Baseline survey will be conducted for Cohort 4 students to assess their leadership skills and community service involvement													On-going	On-going
8.3	Revise M&E Matrix	M&E Matrix revised to capture program modifications and realities														
8.4	Identify the comparison group of students and plan for annual assessments for cohort 3 and 4	Comparison group is established with representation of each governorate to evaluate impact of LOTUS Program on LOTUS students											On-going	Completed		

			Planned FY2016, Q3 C1	Status as of 07/31/2016 C1	Planned FY2016, Q3 C2	Status as of 07/31/2016 C2	Planned FY2016, Q3 both Cohorts	Status as of 07/31/2016 both Cohorts	Planned FY2016, Q3 C3	Status as of 07/31/2016 C3	Planned FY2016, Q3, C4	Status as of 07/31/2016, C4	Planned FY2016, Q3 for C3 and C4	Status as of 07/31/2016 for both	Planned FY2016, Q3, All Cohorts	Status as of 07/31/2016, All Cohorts
8.5	Submit Quarterly and Annual Reports														7/31/20 16	7/31/20 16

LOTUS Students Academic Performance Spring 2016:

Students have finished their spring 2016 semester at the time of this report and we are awaiting final results which we will detail in the next quarterly report.

Seven cohort 1 and 2 students will still need to have a summer term in order to complete their degrees or make up for failed or courses that were missed because of being on a semester abroad or because of conflict in class schedules that resulted in the need to drop a course.

Only one cohort 4 student is taking a summer term for two courses; one was failed and one English course which he was advised by university to take during this summer in order to avoid any potential conflict of schedules next semester.

Cohort 1 and 2

During this quarter, the remaining 59 Cohort 1 and 2 students completed the spring 2016 semester at the five partner universities.

The nine dentistry and physical therapy residency year students from FUE, PUA and MSA are continuing their residency rounds with a different focus each month and are doing well. The Academic Programs Manager for Cohorts 1 and 2 is monitoring closely the performance of the residency year students on a monthly basis and the academic team actively resolves any issues or challenges to ensure a smooth and successful residency year for all nine students. The residency year should finish by the end of September 2016 for dentistry students and end of October 2016 for physical therapy students.

Eight dentistry students who finished their academic studies at FUE, PUA, and MSA this spring should begin their residency year on September 1, 2016.

Cohort 3

The number of LOTUS Cohort 3 students currently enrolled is 50 with 21 students studying at AASTMT and the remaining 29 at BUE. The students are doing well at both universities and we are awaiting their spring 2016 semester results which we will detail in the next report. The three cohort 3 Marine Engineering Technology students will start their mandatory one-year sea service in August on an AASTMT owned and operated ship. The three students will begin the registration and preparation process in July. We will provide more details in the next report when we have more to share.

Cohort 4

The number of LOTUS Cohort 4 students currently enrolled is 50. There are 24 at AASTMT, including the four students who switched from BUE to AASTMT to study different fields of specialization prior to the

start of academic year. There are 26 students at BUE, including one student who received approval to switch from AASTMT to BUE prior to the start of the academic year due to personal family circumstances.

IIE contracted AMIDEAST to provide supplemental English classes for two Cohort 4 students at AASTMT in order for them to be able to pass the entry level English exam for their department in September.

The two students received 20 hours of English instruction (2 classes per week) during the month of May. A weekly progress report was sent to the Academic Programs Manager by the AMIDEAST Program Coordinator in order to assess and monitor the progress of both students. We hope that both students will obtain the minimum score required for the Logistics Department as this will be their third and final attempt.

English Language Opportunities:

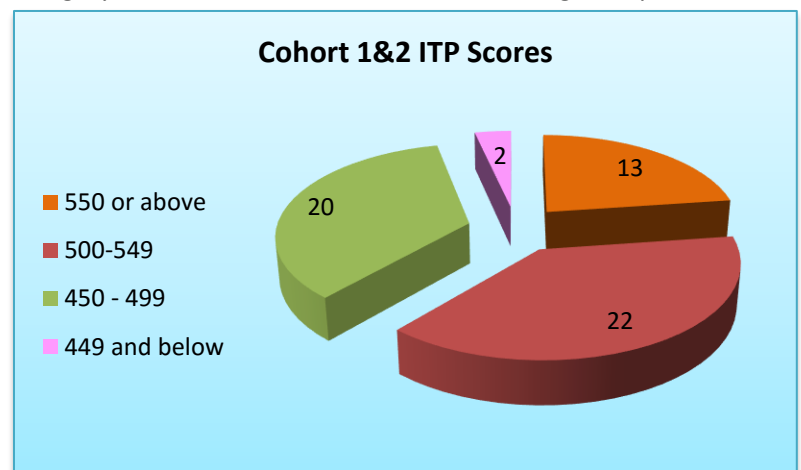
1. ITP Tests for Cohort 1 & 2 Graduated Students

The remaining Cohort 1 and 2 students, with the exception of four students who had medical emergencies on the test date and one was hospitalized for surgery, have taken their final ITP test during this quarter as per the M&E Matrix scheduled dates.

The remaining four students will sit for this test before September 2016.

In general, the scores were as follows:

- 13 students scored 550 or above
- 22 students scored 450 – 499
- 20 students scored 500- 549
- 2 students scored 449 and below



English language proficiency continues to be a major challenge in LOTUS and it is highly probable that we will not meet the target of 90% of Cohort 1 and 2 graduates scoring 550 or above. Given that students graduating from public schools tend to have weak English proficiency and English is not a criterion for selection in the LOTUS Program, this is to be expected. Another contributing factor is field of specialization and utilization of English language. STEM fields for example do not require students to do a lot of writing, which is key to improving proficiency. Science and technology students comprise a majority of Cohort 1 and 2 students and many are more proficient in technical terminology than general English. Each university has different requirements for English language courses ranging from two to five courses of varying levels and quality. BUE and MSA English language course requirements are higher than those of ACU, PUA, and FUE. IIE noticed some improvement in the proficiency of the 31 Cohort 2 students with ITP scores below 550 who participated in 120 hours of supplemental English courses during FY2013. It is important to note that studying English during the regular academic year through supplemental English course offerings or independent study based on action plans is very challenging in light of the heavy course loads that students carry. For this reason, IIE required a bridge year program for Cohorts 3 and 4.

2. BUE Intensive Summer English Cohort 4:

IIE has worked with BUE to confirm the dates and schedule for the 2016 BUE Intensive Summer English program. The program will begin on July 17 and run for three weeks. This summer, it is anticipated that 32-34 students from Cohort 4 will participate in the program based on students' most recent ITP scores, specifically those scoring below 450.

Training Courses and Workshop Assistance Fund for Cohort 1 and 2:

As part of Modification 7, IIE has offered students the opportunity to apply for funding to attend training courses or workshops that are relevant to their fields of study or future careers. The Academic and University Linkages Manager developed a policy and application form for the Training Courses and Workshop Fund which was distributed to all Cohort 1 and 2 students. The maximum funding available is EGP 2,500 per applicant and applications will be reviewed on a rolling basis. Language courses and conferences outside of Egypt are not eligible for funding under this policy.

Physical therapy students are mandated by their faculty to take two general or specific courses according to their needs prior to graduation. Accordingly, a separate training fund has been set for them during their residency year and was included in the residency policy document. One out of the four physical therapy students has completed his two compulsory training courses. Two students have completed one required training course and one student has started his first diploma course. The three students plan to finish all their required courses before the end of the residency year in October 2016.

IIE has not received requests from students this quarter. The students are constantly reminded about these available opportunities and this is also discussed during campus visits and meetings with the students to make sure that they are all aware of this special funding. One of the reasons why not many students have applied for funding is that they do not have the time to search and apply for opportunities and attend training courses, workshops, seminars, etc. The academic load during the final year and the graduation project requirements are challenging and demanding for most of the students. We have given them the option of applying for online training courses of value to their current studies or future career goals in an attempt to encourage them to utilize the funding and save traffic time for them. Students still have until September 2016 to make use of this fund.

Campus visits

During this reporting period, four campus visits have been conducted to BUE, FUE, and PUA by either the Academic Programs Manager or the Program Coordinator to discuss any issues related to the students' academics and dorms. The Academic Programs Manager has also used her visit to PUA to attend the 6th capacity building session in order to meet with couple students and discuss some issues related to the residency plans and housing move out.

LOTUS Capacity Building Workshop:

On May 14, 2016 the 6th capacity building seminar was held at PUA conducted by Dr. George Marquis, Associate Dean School of Humanities and Social Sciences, American University in Cairo. Twenty-five faculty and administrators attended this seminar, four of whom were male and 21 females.

The theme of the seminar was **Program Evaluation for Institutions of Higher Education** and how to develop evaluation plans for university programs. The overall aim of this seminar was to help participants acquire the knowledge and skills required to carry out the development of an evaluation plan that could be enacted to improve a university program. To do this, the trainer's goals were two-fold: 1) to introduce participants to the field and theories of program evaluation and 2) to provide opportunities to connect theory to practice.

By the end of this training, participants were able to do the following:

1. Explain the major concepts and key elements of program evaluation
2. Articulate the rationale and uses for program evaluation
3. Identify evaluation purposes, types, and designs
4. Generate evaluation questions in relation to desired outcomes
5. Select from evaluation types, designs, data and sampling options, and analysis strategies in evaluation planning
6. Describe the diverse approaches and models

At the closing of the day, the participants filled out the evaluation forms and they gave an overall rating of 97% which covers all parts of the day including the evaluation of the trainer, the materials distributed and what they found most interesting in the day and what in their perspective should be improved in the structure of the seminar.

With this workshop, IIE has concluded all six leadership seminars at PUA. To date, a total of **427 participants** (out of a target of 500 participants) from five universities have attended these seminars. PUA has showed a high level of interest in having a seventh follow up workshop for the evaluation theme with a focus on practical application and more case studies tailored to their future anticipated needs. IIE will use the available funds from this component line item to hold more sessions at PUA and ACU as the two most interested partner universities in this component of the program. We are also awaiting confirmation from AASTMT about their level of interest in these leadership seminars to start in FY2017. *Please see Annex 1 &2 for the Agenda and the Consultant's Report.*

Updates on LOTUS Graduates

This section of the report provides quarterly updates on the employment status of the students. IIE maintains the connection with its graduates through regular email, social media and surveys where the students provide information on their current jobs and the job interviews they have undertaken.

As per the M&E matrix, the target is calculated based on the information extracted from a survey to document their employment status. Targets assume that 10% of graduates will be employed within one year of their graduation and an additional 25% will be employed within two years of graduation. These estimates take into consideration that the majority of male students will have compulsory military service after graduation and some students chose to pursue graduate studies which will delay their employment.

To date 52 out of the 83 LOTUS alumni are employed, 33 of whom are females and 19 are males. Five of the male graduates are currently serving their mandatory military service and one was terminated for disciplinary issues.

Study Abroad Component

During this reporting quarter, IIE/NY worked on the placements of two Cohort 3 students to spend the fall 2016 term in the United States. Placements were very challenging due to the requirement to find matching transferable courses between AASTMT and U.S. universities in order not to cause any graduation delays for the two students. The IIE Academic and Experiential Learning Division in NY (IIE/AEL) worked diligently to try to get universities to accept students and match their home university courses with courses in the U.S. universities.

On June 23, 2016, the initial meeting was conducted for the two LOTUS Study Abroad students. This session was mainly about the J-1 visa documentation to start the process of issuing the DS 2019. This will help LOTUS SA Coordinator to:

- Ensure the J1 visa regulations are adhered and respected
- Ensure the students' safe arrivals and departures for VCS system
- Ensure the quality of the program
- Monitor the successful cooperation between IIE and the university and report about progression
- Monitor students' academic and life performance while at US
- Help the students if they need any guidance while at US
- Ensure that students are well connected to IIE/Egypt
- Arrange for Re-entry session after coming back to Egypt

During the session, students filled out necessary forms including the biographical data form, medical health examination form, stakeholders responsibilities and the Conditions of Sponsorship for U.S. based activities form. They also had their medical examinations at Alsherouk Hospital the same day.

Pre- Departure Orientation (PDO) Sessions:

On May 18, 2016 one Visa Orientation session was conducted for the six students who are spending their summer 2016 semester in the U.S. a day before their visa appointments at the U.S. Embassy. After U.S. visas were issued, IIE held PDOs for the six students on June 9 and 21, 2016 which focused on orienting students on American cultural diversity, adjustment, and initial culture shock.

The pre-departure orientations covered the following:

- USAID ADS 253 and U.S. Regulations and USAID Training Terms and Conditions, which included the two-year residence upon return, tax filing, allowances, legal obligations at host country, and motor vehicle policy.
- Important travel documents such as passport, DS 2019, nomination letter and E-ticket so that the students should keep at any port of entry while traveling.
- Emergency contact at U.S. was given to the students to keep for any uprising issue while at U.S. or traveling to U.S.

- Luggage specifications and packing techniques were instructed in order to take the appropriate clothes that match the duration of the program.
- Port of Entry regulations were clarified so that the students are prepared for any situation that might face them in the different ports of entry and airports.
- U.S. culture and academic life presentation was given stressing on the importance of respecting others, asking questions, not stereotyping, not cheating or plagiarizing, and several scenarios were given about cultural perception for different situations.
- University role and IIE role was indicated in which it was stressed upon the importance of being in contact with IIE/AEL and Egypt for any situation might be faced or inquiry.
- Culture shock stages were explained in details with several techniques to overcome so that the students are aware with the concept.
- Important topics such as plagiarism, sexual harassment, hygiene, etc were stressed upon so that the students are well prepared to carefully deal with them.
- Weather, health insurance policy coverage and security tips were covered during the session.

This table below provides detailed information on the study abroad component activities that took place during Q3 and the number of attendees.

Study Abroad Activity	Date of the Activity	Number of Attendees	Cohort
USAID J-1 Visa Meeting-Fall 2016	June 23, 2016	2 (Females)	Cohort 3
Visa session and US Embassy Visa Appointments	May 18 and 19,2016	6 (3 Males and 3 Females)	Cohort 3
PDO-Summer 2016	June 9 and 21, 2016	6 (3 Males and 3 Females)	Cohort 3

IIE-Led Leadership in Action Activities

Annual LOTUS Student-led Leadership Workshops

The Fourth Annual LOTUS Student-led Leadership Workshop

The Fourth Annual LOTUS Student-led Workshop organizing team submitted their final report to IIE.

The Fifth Annual LOTUS Student-led Leadership Workshop

The Fifth Annual LOTUS Student-led Leadership Workshop took place at the Future University in Egypt (FUE) on April 2, 2016. The Workshop, entitled PAUSE, sought to encourage positivity among Egyptian youth and aimed to help them press “pause” on sources of negativity so that they could think positively and achieve their academic, professional, and personal goals. The Workshop was attended by LOTUS students, alumni, and external guests.

The day began with opening remarks made by FUE President Dr. Ebada Sarhan, Institute of International Education (IIE) staff, and Beshoy Atef, PAUSE Chairperson. Participants then attended plenary sessions lead by Mr. Abdelmageed Ewis, Mr. Amir Tadros Botros, and Mr. Walid Aboul El Magd, and breakout sessions lead by individuals from a diverse range of fields and walks of life. By participating in the sessions and networking with speakers and with each other, attendees learned different ways to adopt positivity in order to enhance their lives and ultimately their communities.

During this quarter, the Workshop organizers organized a cultural trip and debriefing session at the Pharaonic Village as a way to celebrate their accomplishments and also to come together to debrief about the Workshop and draft the final report. The first part of the day consisted of a tour of the Village and the second part focused on reflecting about the lessons learned from the Workshop planning and implementation in order to draft the report. The organizers will submit the final report to IIE during the next reporting quarter.

The Sixth Annual LOTUS Student-led Leadership Workshop

IIE began communicating with the next group of workshop organizers for the Sixth Annual Workshop that will be held early fall 2016. In addition, IIE reached out to alumni to ask for volunteers interested in forming and advisory committee in order to guide the organizers. The first meeting is scheduled to happen early next quarter.

IIE-Led Leadership in Action Enrichment Activities

Cohorts 1 and 2

Team Building Retreat

IIE organized and implemented a team building retreat for cohort 1 and 2 students and alumni on April 15, 2016 at the Cataract Pyramids Hotel. The day began with an activity to help soon-to-be graduates and alumni reflect and dialogue about their concerns, thoughts, and experiences post-LOTUS. Students and alumni were divided into

groups and each group was responsible for discussing questions grouped under one of five different themes. The groups then presented their reflections to each other. The themes were as follows:

➤ **Survival after LOTUS**

Questions included: What concerns do you have about living outside of the LOTUS community? How do you feel about living back home?

➤ **Finding a job**

Questions included: How do you think being a LOTUS student will/has make/made you a better candidate in the job market? Are you worried about finding a job?

➤ **Skills gained through LOTUS**

Questions included: Do you have more skills than your non-LOTUS peers? If so, what advantages do you have compared to them? Are you better leaders? How can you grow more?

➤ **Financial Security**

Questions included: Are you worried about your financial stability after LOTUS? Did you save money for life after LOTUS?

➤ **Sustaining the LOTUS network**

Questions included: Are you nervous about not seeing your LOTUS friends after you graduate? Do you plan on keeping in touch with your LOTUS colleagues? Are you interested in creating an initiative or a project to help the community and preserve your LOTUS network?

The second component of the day was a career development and skills workshop led by IIE consultant, Dr. George Marquis. The sessions focused on professional writing, interview skills, and time management. This session served as a refresher for students and provided an opportunity for them to share their experiences as many have either been in or are just entering the job market.

The students were appreciative of this opportunity to share their reflections with other LOTUS students and the career related sessions. They rated the day as 91%

Alumni-Student Networking Iftars

During the Viriphi assessment days (see NM's section for more information on these days) IIE held two iftars for students and alumni. The iftars provided students and alumni with the opportunity to further reflect on life post-LOTUS and to continue discussions that began earlier in the day on topics such as interviews, army service, and what makes them special as LOTUS students.

Cohort 3 and Cohort 4

Dr. George Marquis delivered sessions on professional writing and time management for cohort 3 and cohort 4 students at BUE and AASTMT. He delivered the session for each cohort individually at each university, for a total of four sessions.

The students evaluated the sessions as follows:

#	Venue	Session	Date	Rating
1	Cataract Hotel	Team Building Retreat C1&C2	15-Apr-16	91%
2	BUE	Professional Writing and Time Management C3	18-Apr-16	96%
3	BUE	Professional Writing and Time Management C4	18-Apr-16	92%
4	AASTMT	Professional Writing and Time Management C3	6-May-16	99%
5	AASTMT	Professional Writing and Time Management C4	6-May-16	95%

IIE-Led Career Development Enrichment Activities

IIE is currently working on the procurement of a service provider for the career development component for cohorts 3 and 4 and is expected to have an agreement in place next quarter. IIE has been providing students with career development support such as help with CV and cover letter writing, researching and sharing internship opportunities, and sending out a weekly email containing tips, resources, and reading material on career-related topics. These activities have targeted cohorts 3 and 4, however, IIE has also made itself available to cohort 1 and 2 students as additional support to what they receive from NM.

During this quarter, IIE provided one career counselling session for a cohort 4 student who sought advice after receiving the career newsletter and the internship opportunities.

Service Learning Projects

During this quarter, IIE announced a call for applications for the sixth round of funding for service learning projects. The projects will be implemented over the summer break.

Internships

During this reporting period, IIE secured the following documentation for 6 internships completed by 4 students:

- Cohort 1: 2 students (1 female and 1 male)
- Cohort 2: 2 students (2 female)

The internships were sourced by IIE, NM, and the students. Internships took place in a variety of companies, organizations, and entities in different fields including Pharmacy, Marketing and Engineering.

Some students shared with IIE that securing certificates from employers can be challenging for a variety of reasons including lack of time and unfamiliarity with the importance of documentation. As a result, IIE created a template that students can complete and then employers can confirm the information by signing and providing their contact information.

For further details, please refer the Leadership in Action Tracker (attached to this report)

Nahdet El Mahrousa (NM) Enrichment Activities

(Note: this section of the report is prepared by NM.)

Executive Summary

Throughout this quarter, 104 counseling sessions were conducted in person, over phone, and via emails. Two group and individual mentoring sessions took place and 67 self-assessments were completed.

As other activities of the program have been completed, the career component will continue to receive the NM team's attention. As most of the cohort 1 and 2 LOTUS students will graduate soon, NM is working to build their capacity for finding suitable jobs and most importantly plan for career paths. Moreover, through the career counseling and mentoring session, the NM team has been encouraging the student to participate in internships even if the opportunity is not in their field of study so that they can gain valuable work experience.

During this reporting period, NM arranged for a special opportunity for a number of LOTUS students and graduates to take an assessment by Viriphi, which assesses students in six competencies and gives them a competitive edge in creating their profiles on Wuzzuf.net, one of Egypt's premier recruiting websites. NM worked with IIE to take advantage of having a number of students in Cairo to also hold career counseling and mentoring sessions on these days. In addition, some students also took the Tamheed assessment. IIE also arranged for student and alumni networking iftars.

Career Component

Student Self-Assessment

Description:

The first step in the Career Component is for the students to take a career assessment called "Tamheed", which scientifically evaluates an individual's abilities, personality traits and interests. Tamheed is also used for the final career counseling session. Students are required to retake the student self-assessment. It was decided to use the same assessment in order to be able to map changes.

During this quarter, the NM team continued to work to have students complete their Tamheed self-assessments so that students and alumni can go through the relevant career counseling and analysis session. NM also asked students and alumni to complete their assessments prior to the career counseling sessions held at universities and prior to the Viriphi assessment days so that NM could conduct some of the post-Tamheed career counseling sessions.

As an additional way to provide LOTUS students and alumni with support, NM identified a new career assessment tool by Viriphi. Viriphi tests the following six main workplace competencies: problem solving, professional writing, interpersonal skills, verbal comprehension, English conversation and teamwork skills. The Viriphi team developed the assessment based on research done with employers on what they found to be lacking in job seekers and what they were looking for in trying to fill positions.

Taking the assessment allows individuals to put up competitive, verified profiles on, Wuzzuf.net, one of Egypt's premier recruitment websites. Doing so can increase their chances of getting selected for jobs and internships as Wuzzuf is directly linked to employers and the Viriphi badges makes it easier for them to identify strong potential candidates. Wuzzuf is currently working on promoting the culture of internships in Egypt, so it is actively promoting these opportunities to both employers and job seekers.

The assessment is offered twice a day and eight individuals can take it at a time. Viriphi allotted June 26-June 29, 2016 for LOTUS students and graduates. NM and IIE announced the opportunity to cohort 1 and 2 students and alumni and selected participants on a first-come, first-serve basis. On these days, NM and IIE also scheduled career counseling sessions, mentoring sessions, Tamheed self-assessments, and student/alumni networking iftars. Each of these activities is discussed in more detail in their respective sections.

Outcomes:

Thirteen Tamheed self-assessments were administered throughout the quarter, seven from cohort 1 and six from cohort 2. Fifty-four successfully took the Viriphi assessment, 34 from cohort 1 and 20 from cohort 2.

Challenges	Action Taken
Many graduating students and alumni have not yet responded to our requests to complete their second self-assessment.	NM continues to send the students reminder e-mails. In addition, NM instructed students who signed up for career counseling sessions at the universities and for the Viriphi assessment days to take Tamheed before attending these activities. NM also had computers ready at NM for students to take Tamheed during the Viriphi assessment days.

Career counseling

Description:

"Career Counseling" is the provision of impartial, learner centered, advice and guidance to assist in making appropriate career decisions and choices, which are informed and well thought through. The goal of career counseling is to help individuals realize their potential, and therefore find jobs or training courses that utilize this natural potential. These sessions can be done through physical meetings, email correspondence and phone conversations.

Outcomes:

Students' unresponsiveness has been an ongoing challenge for the NM team. As a result, NM continues to think of ways to address this issue. One way was to conduct a tour of career counseling sessions for students near their universities. The NM team held sessions in public venues in 6th of October so that students from ACU and MSA could attend, and sessions in the Fifth Settlement and Shorouk City for students from FUE and BUE. A total of 22

career counseling sessions were held. In addition to sessions at the universities, NM and IIE teams scheduled career counseling sessions during the Viriphi assessment days.

As another way to encourage students to seek career counseling, NM sent the first email of a series on career guidance e-mails to students and alumni. The series will cover a number of career-related topics including how to find a career path, how to find a job or internship and tips on pursuing graduate school. In the emails, NM encourages students to contact NM whenever they need career-related help or guidance.

A total of 104 sessions were held, 67 of which were in person and 37 were via emails. Most of these sessions focused on reviewing student and alumni resumes, developing their profile on Wuzzuf website and sharing tips and links based on their requests (e.g.: how to apply for master degrees, finding job vacancies, etc.).

Evaluations:

- Students who took follow-up counseling sessions with Farah Kamel in person, gave the following average rating of 93%
- Students who took follow-up counseling sessions with Maya El Boghdady in person, gave the following average rating of 94%
- Students who took post-Tamheed counseling sessions with Maya El Boghdady in person, gave the following average rating of 95%.
- Students who took post-Tamheed counseling sessions with Areeg Hisham in person gave the following average rating of 95%.

Self-assessment

Challenges	Action Taken
Despite multiple CV writing mentoring session being held, CVs of students and alumni still needed further modifications and updates to apply for jobs and internships.	CV editing counseling sessions were made part of the counselors' priority. Counselors offered all students and alumni, via e-mails, to send them their updated versions of CVs and cover letters to review them and ensure that they are well written up to date and reflect the student's' application needs.
Though NM's target was to conduct in-person career counseling sessions for all the active students in the four universities only 22 students showed up.	NM teams requested from IIE to support them by sending a reminder to the students with the importance of signing up for the session and its consequences if they did not. As a result, some of them actually responded. IIE sent warning e-mails to all the students who still have uncompleted activities (e.g.: Tamheed-self-assessment, Career counseling, etc.) urging them to contact NM team. Such e-mails are beneficial as a number of students had recently contacted us asking to complete their career component activities.
NM team planned to give priority of career counseling sessions for those who	NM's plan went well for the first three assessment days although the Viriphi assessment took longer time than NM planned which caused

Challenges	Action Taken
have not received one for at least for three months or more during the Viriphi assessment days.	some delays in the rest of the activities. However, on the last day assessment day, not all of the students who signed up came and they were late which led to some changes in the agenda and fewer number of career counseling sessions were conducted. NM team agreed with the students to reschedule their sessions.

Mentoring Sessions

Description:

NM's second tool for the career component is Career Mentoring Days. Career mentoring entails events, gatherings and workshops led by individuals that are experts in a wide range of fields and successful. It also entails any work experience or job shadowing that lasts for less than a week. Students acquire knowledge about fields of interest through others' experiences as well as through personally gained experience. Two types of mentoring days are offered: general, in which all students participate given the general nature of the topics such; and field-related which could be in groups or individually and are based on student interests.

Though the target of this activity was completed during previous quarter, NM's team felt it was necessary to conduct two group-mentoring sessions during the Viriphi assessment days for the students and alumni about the basic and necessary employability skills. The rationale behind these additional mentoring sessions was due to the recommendation of NM team/ counselors based on the student's requests to help them with their CVs and giving them tips about interviewing skills. Also, NM and IIE teams have been facing a significant challenge getting the students interested in the internships opportunities they are offering them. Students rated Day 1&2 of the Viriphi assessment as 87%

This employability skills mentoring session covered the following topics:

- The importance of interning
- Interviewing skills
- Writing CV (Dos & Don'ts)
- Business communication and writing

Challenges	Action Taken
Due to late arrivals on the first day we were unable to share all of the intended information on Business Writing.	The information on business writing will be shared with the students in individual counseling sessions and emails.
The attendance on the second session was lower than expected many people who scheduled for their Monday or Wednesday assessments were unable to make it to the group mentorship session which was the night	NM is sharing all the information through individual counseling communications

Challenges	Action Taken
before due to transport and logistical challenges.	

Internships

Description:

NM has been working to secure documentation for internships that were completed but not reported on through follow up and career counseling.

NM has also been sharing opportunities for internships with students on Facebook and is encouraging students to share their own opportunities in order to encourage engagement and track interaction. Counselors are also sharing specific internship opportunities with students based on their interests and CVs using CVs to identify students so have a more pronounced gap in their experience.

Outcomes:

NM has not been able to place many students in internships despite sharing multiple opportunities with them as a result of the following: students' limited free time, their focus on their academic work, and their preference to focus on looking for a job than to intern.

NM secured documentation for Mohamed Abdel Moniem Mohamed Abdel-Gawad (ACU cohort 1)'s internship with the Switchmed Partnership team.

Challenges	Action Taken
NM continues to have a low number of applicants for the positions and opportunities that are shared with the students.	<p>The team is using counseling sessions to encourage students to apply for internships.</p> <p>Counselors are also using their work on students' CVs to monitor whether they are engaging in internships or not.</p> <p>NM created an online database of the students' CVs; to easily access their CVs and share it with employers instead of getting back to the students every time asking them to send us their updated CVs and then we share it with employers.</p> <p>NM team has been networking with several employers trying to secure internship opportunities (e.g.: Vodafone, BP, Silver key Tech, EGE, etc.), NM arranged to have the importance of interning as one of the topics covered in the employability skills mentoring session Viriphi.</p>

Challenges	Action Taken
Students have completed internships that have not been reported	NM career counselors are using counseling sessions and CV review to compare what has been reported with what has been done in order to encourage students to provide documentation.
Alumni and graduating students have been unwilling to take part in internships preferring to search for “formal employment instead” or taking transitional jobs (often call centers etc.)	NM has continuously brought up the issue and explained to students, during career counseling and group mentoring sessions, the importance of internships and building up practical job experience to build up their CVs and profiles.
Students are unmotivated to go through what they perceive as a “hassle” in order to secure documentation of their past internships. In some cases employers do not provide certificates for a variety of reasons.	IIE sent a reminder to all LOTUS students and alumni that they are required to complete and formally report two internships during the program. IIE also produced a template for employers to sign in the cases where they do not provide certificates and shared it with the students.
Graduates are not willing to take part in unpaid internships because they continue to aim solely for formal employment.	Counselors are stressing on the importance of taking part in internships to build their work experience as it will make them more tempting to employers.
NM has received feedback from some employers that some LOTUS students are not competitive enough so they are not willing to take them on for internships	In addition to the ongoing support that NM provides students to help address this issue, this quarter, NM counselors arranged for the Viriphi assessment days and worked with students on their Wuzzuf profiles.
Students do not see value of working on building their work experience through internships even if they are not in fields.	NM held a group mentorship session that worked on highlighting the importance of internships, how they enhance work experience and CV and how non-field specific experience helps develop transferable skills. The session also created space for exchange of experiences from students who have been engaged in internships.
Recently graduated students that are waiting to hear their status on army conscription are unmotivated to take part in any career activities.	Counselors are encouraging students to take part in internships during their wait to help build work experience and network.

General challenges and Lessons Learned

NM continues to face a challenge with students’ responsiveness. The emails that IIE sent to the students seemed to have made a difference with some of them and caused them to contact NM. IIE and NM will be sending out further e-mails to all the students who still have uncompleted activities (e.g.: Tamheed-self-assessment, Career counseling, etc.) urging them to contact NM team. Moreover, NM and IIE will take advantage of upcoming activities to hold career-related activities.

Upcoming plans

NM team will be working solely on the career component for the remaining period of the program, using career counseling sessions and mentorship sessions to address the LOTUS student's needs and any sessions that they request with a clear focus on the need to equip them for the job market.

Counseling sessions:

The NM team's action plan for the next quarter includes:

1. Sending the series of career guidance e-mails to students and alumni.
2. Communicating with the students and holding career counseling session over the phone.
3. Holding counseling days in four to five central governorates for the both students and alumni so that it is easier for them to have access to career counseling as many do not have good internet access and mobile service at home (depending on interest and feasibility).

Mentoring sessions:

Though the target of this activity has been achieved, NM team is willing to hold additional group mentoring sessions whenever it is necessary and put the students/ alumni in contact with mentors in their fields when it's requested.

Student-self-assessments:

NM team will be sending regular reminders to students who haven't completed the assessment with the support of IIE's reinforcement e-mails whenever it's needed.

Internships:

Although this activity is significantly challenging, NM is doing its best on pushing more tailored internships based on career counseling sessions while still sending group emails to LOTUS students informing them of existing opportunities.

Annexes

Annex (1) Program Evaluation for Institutions of Higher Education Agenda

UNIVERSITY LINKAGES WORKSHOP VI

DEVELOPING EVALUATION PLANS FOR UNIVERSITY PROGRAMS

PHAROS UNIVERSITY ALEXANDRIA, MAY 14, 2016

The overall aim of this training seminar is to acquire the knowledge and skills required to carry out the development of an evaluation plan that could be enacted to improve a university program. To do this, the trainer's goals for the training are two-fold: 1) to introduce participants to the field and theories of program evaluation and 2) to provide opportunities to connect theory to practice. By the end of this training, participants will be able to do the following:

1. Explain the major concepts and key elements of program evaluation
2. Articulate the rationale and uses for program evaluation
3. Identify evaluation purposes, types, and designs
4. Generate evaluation questions in relation to desired outcomes
5. Select from evaluation types, designs, data and sampling options, and analysis strategies in evaluation planning
6. Describe the diverse approaches and models

9:30 – 10:00: Program Evaluation & Its Categories; Evaluation Standards and Ethical Guidelines

- Handout 1 – Ethical Dilemma

10:00-10:45 Identifying Stakeholders; Understanding the Program

- Handout 2 – Identifying Stakeholders

10:45- 11:00 Break

11:00 – 12:00 Logic Models, Purposes and Types of Evaluation; Generating Evaluation Questions

- Handout 3 – Logic Models
- Handout 4 – Developing Purpose Statements & Questions

12:00- 1:00 Linking Questions to Outcomes & Indicators; Evaluation Designs - Quantitative, Qualitative, and Mixed Methods; Choosing an Evaluation Design

- Handout 5 – Comparing and Contrasting Evaluation Designs

1:00 - 1:45 Lunch Break

1:45 –2:45 Data Collection Indicators and Options; Performance Indicators for Data Collection; Sampling

- Handout 6 - **Identifying Sampling Problems**

2:45- 3:45 Qualitative & Quantitative Analysis Strategies; Data Interpretation; Kirkpatrick's 4-Level Model

- Handout 7 - **Planning for Analysis**
- Handout 8- Applying Kirkpatrick's 4-level approach

3:45- 4:00 Wrap Up

Annex (2) Program Evaluation for Institutions of Higher Education Report

By: George Marquis, Associate Dean, School of Humanities and Social Sciences, American University in Cairo

Introduction

The LOTUS contract supports strengthening university linkages. To this end, IIE arranges seminars on leadership and other topics of strategic importance to LOTUS partner universities. The primary goals of the strategic leadership seminars are to build capacity in areas of higher education administration that require professional leadership, and to offer a space for members of the university professional community and the institutions to discuss how they can be most effective in leadership roles.

This report highlights the major achievements of the facilitation of the first iteration of the seminar on Program Evaluation for Institutions of Higher Education (Seminar 6), conducted at PUA. This sixth seminar was designed to train PUA faculty and administrators in evaluation procedures and design, as well as meta-evaluation and principles and standards of best practice.

This topic was aimed at administrators, faculty, and student leaders. However, only faculty attended. The number in attendance at PUA was 25 (4 male – 21 female), mainly faculty. There was a noticeable absence of administrators who are primary stakeholders and should therefore have attended. The LOTUS coordinator was also absent.

Goals and Achievements

The overall aim of this training seminar was to acquire the knowledge and skills required to carry out the development of an evaluation plan that could be enacted to improve a university program. To do this, the trainer's goals for the training were two-fold: 1) to introduce participants to the field and theories of program evaluation and 2) to provide opportunities to connect theory to practice. By the end of this training, participants were able to do the following:

1. Explain the major concepts and key elements of program evaluation
2. Articulate the rationale and uses for program evaluation
3. Identify evaluation purposes, types, and designs
4. Generate evaluation questions in relation to desired outcomes
5. Select from evaluation types, designs, data and sampling options, and analysis strategies in evaluation planning
6. Describe the diverse approaches and models

Table 1 lists the main activities and achievements of the workshop at the two partner institutions.

Table 1. Needs, Inputs, Outputs, and Outcomes

Theme/ Need	Focus Area and Inputs	Outputs	Short term Outcomes
Ethical Standards and Evaluator Principles	Discuss requirements for evaluations and evaluators according to AEA and best practices	Completion of Activity 1, which presented a case study of an ethical dilemma, and asked participants to identify one ethical standard and one evaluator principle that were not honored.	Participants successful in identifying how lack of accuracy in evaluation or program design, lack of systematic inquiry, and evaluator incompetence can create serious problems for evaluator and stakeholders.
Explain the major concepts and key elements of program evaluation	Discuss and clarify key concepts (formative, summative, internal, external)	Examples given and participants asked to identify their own needs in terms of types of evaluations; participants asked to identify advantages and disadvantages of internal and external evaluators.	Participants successful in identifying major concepts of program evaluation and in listing examples of formative and summative assessments. Participants successful in listing advantages and disadvantages of internal and external evaluators.
	Discuss stakeholder levels	Completion of Activity Two, which presented a case study and asked participants to identify three levels of stakeholders based on their level of interest and agency.	Participants successful in distinguishing levels of stakeholders in case study and then applying the skill to PUA: their stakeholders were identified.
Logic Models	Understand the features of a logic model for the purpose of designing an evaluation plan	Examples provided and participants asked to place components of an evaluation into a template to form a logic model.	Participants successful in connecting the value of a logic model to formation of a purpose statement, evaluation questions, and a plan of action. Participants able to distinguish components of a logic model.

Theme/ Need	Focus Area and Inputs	Outputs	Short term Outcomes
Purpose Statements	<p>Critique purpose statements (evaluate quality according to criteria)</p> <p>Connect evaluation questions to purpose statements</p>	Completion of Activity Four, which had participants writing evaluative responses to purpose statements, and selecting appropriate questions.	<p>Participants able to recognize weak and strong purpose statements, what was being evaluated, how results would be used, the type of evaluation, and questions that should be addressed.</p> <p>Participants able to offer suggestions to improve weak purpose statements.</p>
Evaluation Designs	Compare and Contrast Evaluation Designs	Completion of Activity Five, which asked participants to match purposes with designs.	Participants able to distinguish between quantitative and qualitative designs and when and how each design can be used effectively in an evaluation.
Sampling Problems	Identify Sampling Problems	Completion of Activity Six, which helps participants how to identify specific biases and errors in a sampling plan or from a drawn sample.	Participants successful in (1) identifying design (2) identifying problem with design (3) making recommendations to hypothetical evaluator to improve the sample.
Data Analysis	Develop a Data Analysis Plan	Completion of Activity Seven, which gave participants a set of information and an instrument from which data were collected.	Participants were not very successful in describing or recommending data analysis methods or connecting them to appropriate survey questions. The activity was beyond their level of ability at this stage.
The Kirkpatrick Model	Understand the appropriate uses and limitations of the Kirkpatrick (1994) four-level model.	Completion of Activity Eight, which presented a case study and asked participants to (1) identify stage of the model (2) identify variable effects on measurements and (3) describe an evaluator best practice given the scenario	Participants were successful considering how mediating variables can affect the outcomes of learning and performance and how it is questionable whether Kirkpatrick's (1994) claims are valid. Participants were also successful in suggesting how an evaluator might deal with these limitations.

Table 2 shows the answers to questions regarding the views of faculty and administration toward evaluation at PUA.

What is/are the main evaluation concerns at PUA?	
PUA	Student evaluation lacks credibility.
What are some areas in need of change and those not in need of change?	
PUA	Student evaluation needs to be done in a mixed methods format: keep the quantitative data from surveys but strengthen evaluation by adding a focus group to provide deeper, more credible data from extended discussion.
How is evaluation of instruction carried out at PUA?	
PUA	Since the hiring of a new VP, evaluation of senior faculty has been conducted by newer faculty. Senior faculty do not feel that the newer faculty have the cultural competence or experience to be evaluating them.

Analysis of Seminars

As always, PUA showed great enthusiasm for the Program Evaluation seminar; continuous attendance from start to end, participation in group activities, and evaluations reflected that. PUA remains the most serious of the partner institutions in terms of professional development for faculty and staff.

This session was perhaps denser than previous in terms of material to cover. If there were opportunities for further sessions, it would be preferable to split Program Evaluation into two sessions. The sessions before lunch were more popular than those after.

To improve this session, I will rethink the segments on planning for data analysis since this was the area that was most difficult for the participants. The survey used in Activity 7 was also a bit too complex for them in this short session.

One aspect that the participants appreciated were the real-life examples

One area of concern is teaching assessment, which some of the attendees thought was the point of program evaluation. While teaching assessment is a type of evaluation (implementation or process evaluation) it was not the point of today's session, which was how to conduct an evaluation of a program, something that is relevant not only to faculty but also to administrators and managerial staff.

For the future, I will add to the focus on evaluation questions by providing more exercises on matching questions to evaluation purposes and discuss how to handle multiple demands from different stakeholders.

Recommendations for Further Rounds

PUA, MSA, BUE, ACU	Strategic Planning
FUE, MSA, BUE	Blended Learning

FUE, MSA, BUE	Managing Institutional Change
ACU, FUE, MSA, BUE	Program Evaluation
PUA, FUE, MSA, BUE	Assessment of Learning and

Of Note

Leadership seminars are meant for all types of stakeholders. However, the partner universities continue to send primarily faculty to the seminars. It is essential that other members of university communities see that their presence at these seminars enriches and informs the sessions, as different university stakeholders have different perspectives, values, and priorities, all of which need agency and voice. Universities should not be silos, and these seminars are an excellent venue for bringing everyone together.